

## PREFACE

The role of a student media adviser in secondary schools is a critical position that requires a sense of professionalism as well as business and personal acumen. An adviser must work to facilitate the creation of a product that represents the school to the community. The adviser oversees all aspects of production, participates in professional development activities, acts as a liaison between the students, faculty, administration and community, and upholds the principles of responsible and ethical journalism. Most importantly, the media adviser coordinates large staffs to deliver timely information to the student body. Through print journalism and broadcast, students are informed of daily activities, upcoming events and community news. The yearbook provides not only an account of student life that will be treasured for years, but it is also a valuable historical document that chronicles events throughout the school year.

Developing a responsible media program is imperative to continuing the tradition of excellence found in many award-winning media programs in Miami-Dade County Public Schools. This guide provides media advisers with the vital resources and valuable information needed to implement the production of a student newspaper, yearbook or student broadcast. The guide addresses journalistic aspects of media production including: selecting a staff, advertising, planning, reporting, content guidelines, presentation, financial operating procedures, rights and responsibilities, resources. The guide also furnishes examples of a staff manual, student media application, yearbook printing glossary, student publication and media guidelines, and a journalism code of ethics.

This guide is the result of the support of the Administrative Director of the Division of Language Arts/Reading, Dr. Alicia G. Moreya, and the Instructional Supervisors of Language Arts/Reading, who recognize the importance of educating media advisers. It is also the result of the combined efforts of the writing team: **Kathryn Boyette-Guerra**, educational specialist, yearbook adviser **Susan O' Connor**, Coral Reef Senior High, and newspaper, yearbook and broadcast adviser **Shirley Yaskin**, Miami Palmetto Senior High School. Questions regarding student media can be addressed to the Division of Language Arts/ Reading (305) 995-1918.

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# Getting Started

## Selecting a staff

Selecting a strong staff is an important step in any media production. While new advisers may not have the opportunity to be involved in the selection process, it is important that the administration allow the media adviser to select staff members. Staff recruitment should take place before subject selection. The media adviser should develop an application that gives a true picture of the students' talents (see reference section for a sample student media application). In addition, if time allows, applicants should participate in an interview with the adviser.

Advisers should consider students scoring in the five or six range on the FCAT writing test and/ or stanines of eight or nine on the FCAT norm referenced test. Other considerations when selecting a staff are: gender equity, a balanced representation of ethnic groups, grade level and maturity. Finally, a high—quality staff includes students with varied talents and interests. Not all staff members need to be strong writers since computer skills, photography and art are all vital areas in media production.

When selecting a broadcast staff, there needs to be a combination of talent, reporters and technical crew. The adviser should also develop a working relationship with the audiovisual technician and the media specialist.

## Selecting a Printer

The first step in producing a student publication is selecting a printer. Newspapers are generally printed by local printers and advisers may wish to contact experienced advisers from other schools in their area for the names of printers. Most yearbooks are printed by one of four national printing companies listed in the Resource Section. Advisers for both newspaper and yearbook must follow bidding procedures outlined in the Financial Operating Procedures section of this manual.

Before bidding, the newspaper adviser must determine if the students will use computers or traditional layout boards and whether the staff will require a typesetter or will present the paper camera ready to the local printer.

Before bidding, the yearbook adviser must determine size, approximate number of pages, and cover specifications. In addition, the adviser must estimate the “extras” such as number of pages of color, special effects etc. The adviser must take care to take into consideration previous years' book sales. Overestimating the sales, or bidding a book with too many “extras” may result in a book that is over budgeted.

## Selecting a Photographer

In addition to selecting a printer, the yearbook adviser must also select a photographer. The adviser must follow bidding procedures outlined in the financial operating procedures. The names of photographers currently providing yearbook photography services for high schools appear in the Resource Section.

## Staff Organization

Media staffs may be organized according to either section or function, but either way, staff duties should be spelled out in a detailed staff manual (see reference section for sample staff manual). Staff members in a sectional organization (news, features, opinion, sports) learn all major skills. They design layouts, take photos, write stories, headlines, captions or cutlines and prepare the newspaper page or yearbook spread to go to the printer. Staff members in a functional organization are organized into groups that perform specific tasks: writers, designers, photographers and business. A combination of sectional/ functional organization is also possible. Each type of organization has both advantages and disadvantages, and will vary in actual membership from staff to staff and year to year. Most basic journalism texts will contain sample staff structures that the adviser and staff may adapt to their own needs.

## Advertising

### Newspaper and Yearbook

Once a printer is selected and staff positions are determined, the adviser and staff must determine the size and format of the newspaper. For yearbooks, the size must be determined before the bidding process. The size of the newspaper is determined by advertising revenue. Yearbook revenue also includes book sales. Consider printing costs, expected advertisers and the amount of money the principal will provide. The school board has allocated money to be used at the principal's discretion for student publications. The adviser should develop an advertising policy that is listed as part of the staff manual. Have students survey the area around the school for potential advertisers. Do role-playing in class to have students gain confidence in selling. Discourage telephone solicitations because advertisers can easily say *no* on the phone. Create a contest or display the names of those who have sold the most ads on a graph in the classroom. Staff members can also develop a list of advertisers who have purchased ads in the past and keep a logbook of the potential advertisers who have already been approached during the current year.

Newspaper advertising is based on columns per inch. The width of each of the columns multiplied by the length in inches determines the cost anywhere from \$5 to \$8 per column inch. Example: If column widths are two inches wide, a 2 x 4 really means the ad is four inches wide by four inches long. If ads are \$5 a column inch, the cost would be \$40. Although students can create ads, camera-ready ads are the easiest to handle. Some advertisers create ads that are pre-produced as inserts and are placed in the newspapers by staff members before distribution.

Yearbook advertisement is based on units per page. Most yearbook advertising is divided into the following units of measure: either full page, half page, quarter page, and an eighth of a page or in equal units. For example, either a full page or a 12-unit full page might be priced at \$300.

Develop an ad rate sheet and a contract where an advertiser can both print and sign the name of the contact person (see the financial operating procedures section). It is best to collect money when the ad is sold and *before* it is printed. Student newspapers lose revenue when advertisers go out of business and/or forget to pay.

The staff can now determine the size and format of the newspaper based on projected advertising revenue. Yearbooks must follow size requirements outlined in the original bid. Be sure to budget in the cost of software and equipment upgrades, photo development and materials



such as computer ink cartridges, computer disks and layout pens or pencils because many schools do not provide supplies for publication production. Advisers should follow the record keeping procedures for selling advertisements as outlined in the financial operating procedures section of this manual and in the *Manual of Internal Accounting*.

## **Broadcast**

Although advertising from outside sources has not been approved, broadcast stations can sell commercial time to clubs and organizations, create videos for sporting events and film guest speakers to generate revenue for equipment.

## **Planning/ Deadlines**

### **Newspaper**

After determining the size and format of the newspaper based on projected advertising revenue, make sure there is a balanced coverage of news, features, sports, and opinion stories.

Most newspapers are printed in four page increments, so when planning, the adviser and staff must make sure there is sufficient space for all planned stories.

### **Deadlines**

Deadlines are an important way to keep publications on schedule and are convenient for grading purposes. The adviser and editors should prepare a calendar for each issue. Make sure to allow enough time for staff members to complete their assigned stories. It is important for staff members to adhere to scheduled deadlines to ensure the publication's release in a timely manner. Some examples of deadlines used in newspaper production are: adviser's deadline, editor's deadline, rewrite deadline, photo/ art deadline, advertising deadline and layout deadline. The time allotted to each deadline is dependent on the size and scope of the publication.

## **Yearbook**

### **Theme Development**

Just as a good advertising slogan unifies an ad campaign, a good theme unifies a yearbook. The theme threads together sections and topics within the book, unifying the presentation of the story of the school year. The theme should be refreshing, relevant and timely. It should be related to each section of the yearbook. To come up with the theme, hold a brainstorming session during the summer or beginning of the school year. Have students list ideas unique to the school. Think about events that may affect the community and school population. Then, select a catch phrase that relates to these events to be used as the theme. Related ideas may be used to generate mini- themes for section development.

## Ladder Development

The next step in planning a yearbook is to develop a ladder. A ladder plan for the book is based on the number of pages specified in the bid. Pages are planned in two page spreads that are linked conceptually as well as visually.

Using a ladder supplied by the yearbook publisher, pencil in the title page (the first page), the opening (the next two to four pages) and the closing (the last one to three pages in the book.) Although there is great variety in the organization and content of the sections of the yearbooks from school to school and year to year in the same school, most yearbooks include the following sections in the following percentages:

Student life	15-25%
Academics	10-15%
Sports	15-20%
Organizations	15-20%
People	balance
Advertisements	as sold

After calculating the approximate number of pages for each section, pencil in the dividers for each section (two pages) and the corresponding number of pages. The actual ladder of pages per section may change several times during the year depending on the number of organizations, advertisements sold and student portraits. It may be best to place those sections with predictable numbers of pages early in the book, so adjustments will affect as few sections as possible. It may also be best to plan pages in units of 16 (one signature) as pages are printed in units of 16. Take care with planning color pages. Color is priced per flat. There are two flats per 16-page signature: either 1, 4-5, 8-9, 12-13, 16 or 2-3, 6-7, 10-11, 14-15. If, for example, the staff plans color for pages 1-17 of the book, the publisher will bill for three flats: 1, 4-5, 8-9, 12-13, 16; 2-3, 6-7, 10-11, 14-15; and 17.

As ideas for each spread are conceived, pencil those ideas on the ladder also. Allow for some flexibility to assure pertinent and timely coverage of the year's events.

## Deadlines

Advisers and staffs must work within the deadlines specified in the yearbook bid for on-time delivery of the yearbook. Missing deadlines means the yearbook printer may not be able to deliver the book on time. The end result is a disappointed staff and student body.

It is best to set mini- deadlines to assure timely preparation of materials and to avoid a rush to complete materials on time for the plant deadline. Prepare a calendar that includes the mini-deadlines. Following is a suggested mini-deadline structure and may be modified to suit the needs of the staff. Remember to keep in mind that emergencies such as rained out games do occur, and staff should plan how it will handle such occurrences. It is better to send more pages than required by the bid, and be able to hold pages with problems for a later date when necessary.

Work cooperatively with the photo studio to set up underclass picture days. They will also take pictures for your staff if you schedule them ahead of time.

### **Sample Mini- deadline Schedule**

1. Photo requests	6 weeks before deadline
2. Rough plan of layout	6 weeks before deadline
3. Research and interviews	5 weeks before deadline
4. Copy draft	4 weeks before deadline
5. Photographs	4 weeks before deadline
6. Captions	3 weeks before deadline
7. Copy/Layout in computer	2 weeks before deadline
8. Final on-screen editing	1 week before deadline

### **Broadcast**

Many Miami-Dade County Public School broadcast classes putting on a daily newscast are merely reporting the morning announcements. When television stations are producing a newscast that includes news, features, opinion or sports, they should follow the same planning procedures and guidelines as print journalism. Video yearbooks and documentaries should also follow the rules of responsible journalism. Planning and organization are essential when a staff is producing a regular daily broadcast.

## **Reporting**

### **Research**

One way to set up a staff is to develop a beat system. Reporters are assigned to regularly check on a particular facet of school life that might present story ideas. For example, a reporter could be assigned the cafeteria to cover the new regulations in school lunches, or to interview a new cafeteria manager. Other reporters could be assigned to cover student government, guidance or band. These beats do not necessarily generate stories every issue—just when a topic is timely or important.

Whether the staff sets up a beat system or the editors routinely do the assigning, it is important that reporters do background investigation to become familiar with the topic. In the journalism room, there might be clip files or databases of articles for story ideas or background information. Reporters should do research in the library; an additional research tool is the Internet. Advisers and students should exercise caution when using the Internet for research to make sure only reliable sources are used when writing stories. All facts should be checked and

rechecked for accuracy. Students can read newspapers, periodicals, exchange papers and yearbooks from other schools to gather information and to see how other student media have handled similar stories.

## Interviews

Advisers should spend some time practicing interviewing techniques with their media staff. Planning is vital when starting the interview process, so it is good practice to have reporters write questions ahead of time. Ten good open -ended questions (Open-ended questions are those requiring more than yes or no answers) to get started help the reporter gain self -confidence with the interviewee. Reporters should interview at least two sources for each story. Sources should include a cross section of the student body considering ethnicity, gender and grade level.

Students should, whenever possible, make an appointment for an interview. Reporters should identify who they are and the name of the publication or television station. Sources for the interview should be a combination of students, teachers, and administrators as well as agencies and authorities outside of school. School Board members and school officials are available and will return phone calls for student reporters.

Once the interview begins, all information is on the record. During the interview the source might insist some information is off the record, and the reporter must keep the source's confidentiality. However, once the interview is completed, the source cannot renege on the entire interview.

The reporter should do the following:

1. Ask for the correct spelling of the interviewee's name, unless the person is well known.
2. Write all information as accurately as possible.
3. Develop a shorthand to make note-taking easier.
4. Ask the source, if necessary, to talk slowly so notes are exact. Although sensitive interviews might require a tape recorder, most people feel intimidated by recording devices. (It also takes too long for the reporter to listen through the entire interview a second time.) If a reporter decides to use a recorder, the source must be informed.
5. Ask easy questions first. Make the source feel comfortable.
6. Save the hard questions for last. A good follow up question is: Why did you say that?
7. Ask a final question: Is there anything you would like to tell me that I failed to ask?
8. Encourage students to write stories as soon after the interview as possible.

The reporter should not do the following:

1. Write the story then ask the source for a quote.
2. Allow the source to review the story before it is published.
3. Write a story in which sources have not been checked and rechecked.
4. Discard notes following an interview or research.

## Attribution

Reporters should interview as many sources as possible to get the most unbiased story. It is also important to name the sources and attribute the information for credibility. The following are some guidelines for attribution:

1. Give the name and title or position of a news source (full name on first reference, last name only on second reference).
2. Use direct quotes as often as possible.
3. Attribute when information is not generally known, when information is about future events, or anything quoted, paraphrased or reprinted from a published source.
4. Any information whose source has a real bearing on its credibility.

## Surveys and Polls

For a quick read of information, infographics, surveys and polls are becoming more and more popular in all media. Students can compile surveys with room for short answers or yes and no responses. Staff reporters should survey 10 per cent of the student body or at least 200 students. Distribute the questionnaires in classes representing a cross section of the student body. History, government, life management or varying levels of English classes are good choices.

# Content Guidelines

## News

News sections contain stories with the traditional five W's (who, what, where, when and why) lead or a news-feature approach. The elements of news are:

1. Proximity—Events happening nearby the school
2. Timeliness—Stories happening now or about to happen
3. Prominence—Administrators and teachers involved in events
4. Consequence—Information directly influencing readers' personal lives and lifestyles
5. Human interest—Poignant stories of people, young children or animals that foster reader empathy. May also include humorous articles.
6. Conflict—Reports of disagreements and concerns beyond readers' control
7. Oddity—Stories with a different twist (Man bites dog.)

## Features

While a news story explores the *who*, *what*, *when* and *where*, the feature story covers the *how*, *why* and even *what if*. It is about how individuals feel and behave when an event happens. News features have timely news pegs and are ideal for use in student newspapers that are infrequently distributed. Most yearbook stories are features. The types of features include:

1. Sidebars—A companion feature to another news or feature story

2. Informative—Features that focus on delivering useful information such as health issues, environmental issues or human rights issues.
3. Personality stories—Provides the reader with an in-depth view of another person's life or a reporter's personal experiences.
4. Trends—Advances in technology, fashion, etc.
5. Newspaper double trucks—The center spread with stories, photos and art on a particular theme.

## Sports

In newspapers, rehashing past sports events should be minimal, with emphasis on advance stories, season summaries, briefs, features, in -depth stories and opinion columns. Sports features in yearbooks recoup the year's events and highlight the most important accomplishments of the team, but may also encompass personality stories other feature style content.

Have students interview coaches on opposing teams as well as their own. Instead of writing detailed post game stories, publish a scoreboard with results of games played. Since action photos are often difficult for amateur newspaper photographers, the newspaper staff should build a relationship with the yearbook staff and its professional photographer. Coverage of college and professional sports does not belong in high school publications.

## Opinion

Opinion pages include persuasive articles representing the opinion of the newspaper staff. These editorials praise, or discuss a problem and offer a solution. Editorials come out for or against a proposal, explain or interpret a development, comment on school life, tell a story, or are part of a crusade. All articles must be well -researched and substantiated to reflect an educated opinion. Writers should seldom use first person unless the columnist has had an unusual experience. Never use second person.

Opinion pages can include:

1. Editorials—Unsigned persuasion pieces reflecting staff opinion.
2. Photo-editorials—Photos that make an editorial statement.
3. Columns—Observers of student life offer bylined commentaries.
4. Guest columns—Editors request signed opinions by students, teachers, administrators, parents and people in the community.
5. Student opinion round ups—Sampling of students' opinions on current issues often with photos.
6. Letters to the editor—Signed letters by the school community creating a public forum.
7. Editorial cartoons—Employ exaggeration, satire, and symbolism to convey their message.
8. Comic strips—Continuing series of cartoons adding insightful commentary on school life.
9. Review—Movies, books, plays, etc.

## Style Manual

A reliable, consistent writing style helps give publications credibility and consistency. Media staffs should develop and use a style manual specifying the style points that work best with each publication. A stylebook or style manual contains all the decisions a staff has made about the rules it will follow for consistency in capitalization, spelling, punctuation, names, identifications, time, dates, usage and even design. (See Resource Section for a list of Stylebooks.)

## Presentation

### Copyediting

No story is written only once. The story must be revised and then rewritten. All facts and the spelling of names must be checked for accuracy. When the reporters have turned in their final copy, there remains the editing and layout process. On some staffs, all students participate in the editing and design phase; on other staffs, positions are highly specialized. On broadcast staffs, the story is written and edited much the same as on publication staffs, but then the story is reported on the air.

Copyeditors must, first of all, check for accuracy. Copyeditors must be good spellers. Although most word processing programs today have spell check functions, the computer will not guard against the usage of the wrong word. (i.e. bear and bare). Humans, not machines, must catch this type of error. Therefore, all copy must be read carefully.

In addition to spelling, editors must also check carefully for grammar or punctuation errors. Several dictionaries, grammar texts and stylebooks should be shelved in the journalism room.

Copy editors must also check the accuracy of facts. Because of deadlines, it is not possible to double-check every fact in a story, so the editor must develop a sense for what may be inaccurate. Numbers and names are important, and special attention should be given to stories involving moral standards or police activity.

Often, copyeditors also write headlines and fit stories to layouts. Although most basic journalism texts will teach the process for calculating headline count and character count for stories, computers have simplified this process. Headlines and stories can be fit to the layout on the screen, thus eliminating the need for the tedious process of counting characters.

### Newspaper Design

Students should study the design of USA *Today*, *The Miami Herald* and other professional as well as scholastic publications to understand design principles. Every page should have a folio (section name and page number usually at the top); a dominant graphic element; several stories; each with a headline, and often a subhead; and cutlines for every photo.

Quick read infoboxes, briefs, charts, maps and sidebars are trends used in today's newspapers. All pages except the front page and opinion pages can have advertising.

The student press includes broadsheets (traditional size of many commercial newspapers) tabloids and minitabs. Most commercial printers in Miami will not print broadsheets. Tabloids

are the most popular. The printer will give layout boards to the staff. Whether the newspaper is designed on the computer or by hand, the staff needs a supply of layout boards, paper, scissors, exacto knives, glue sticks and tissue paper. Tissue paper is used for overlay instructions of shaded areas (screens) and spot color. There are usually additional printing charges for each photograph (halftone) and for spot color. All charges should be specified in the bidding process.

Many schools produce the entire publication on computer, print out the pages in tiles, lay out the tiles on the boards, and give the publication camera ready to the printer. The printer will shoot to size the photographs, art or ads. If the school has computers, the staff will save money on typesetting costs. In addition, students with knowledge of desktop publishing have an opportunity to get jobs in the field even during high school. Desktop publishing the entire publication, however, will require advanced computer skills. Students must learn not only to master a desktop publishing program such as Pagemaker®, but may also need to master photo editing software such as Photoshop®. Photos may need to be scanned and converted to TIFF format in Photoshop, and then imported into the Pagemaker® designed layout. Care should be taken to carefully link all graphics to the publication, and include the graphics file when saving the publication for the printer. The staff may also need to include the font files in order to avoid the publication defaulting to an undesirable or unattractive typeface.

For the novice adviser who feels overwhelmed with teaching journalism and laying out the paper, or who lacks funding for computers, a professional typesetter will help with layout and design. This option, however, is much more costly.

Good design involves modular layout with both vertical and horizontal elements. Vertical movement comes from columns of body type; horizontal movement comes from placing the stories or art across the page. Stories, accompanying headlines and art are placed together as horizontal or vertical rectangular units. Pages consist of these modules.

Basic newspaper layout involves vertical column widths providing a three, four and five column format. More advanced design includes the grid system (smaller columns cut into invisible sections) with each area weighted down with art or display type. Points measure sizes of type and thickness of rule lines. There are 72 points in an inch (a 72 pt. headline would be one inch high). Picas measure widths of text, photos, cutlines and length of rule lines. There are 12 points in a pica and six picas in an inch. Inches measure column lengths of stories, depths of photos and advertising space.

The principles of newspaper design are:

1. Dominance—Tells the reader's eye where to look first: Every page needs a dominant element—a large photo, drawing or headline with a story. This is the focal point.
2. Proportion—Gives emphasis to appropriate design elements on a page. No two photos should be the same size.
3. Sequence—Decrease headlines from top to bottom of a page, include a visual interest in every section or a page or spread.
4. Balance—Type and art are distributed evenly in a strictly balanced page. However, strict symmetry is boring. Never tombstone headlines (placing two headlines side by side.)
5. Contrast—Helps to emphasize certain parts of the page with shapes and shades of gray and color for visual emphasis.
6. Unity— Gives the publication a graphic look all its own.



## Yearbook Design

Although a few schools still produce yearbooks using “quadpacks” (manual layout forms with carbon or pressure sensitive copies), most yearbooks today are designed using desktop publishing software such as Pagemaker® and photo editing software such as Photoshop®. All national publishers listed in the Resource sections provide templates that work with the desktop publishing software to assure consistency in size, margins etc. of pages. In addition, the local representatives of the publishing company will provide hands-on training as well as curriculum materials for teaching computer skills and design.

Yearbook pages are designed in two-page units called double page spreads. Design consists of placement of the following seven elements on a page: copy, headlines, photographs, captions, white space, graphics and page numbers called folios. The elements are generally arranged in vertical column or grid formats with one-pica margins. This consistent arrangement unifies the spread because the columns or grids dictate the width of copy blocks, captions and pictures. Beginning designers find three or four columns the easiest to manage, while advanced designers may wish to attempt grid formats with as many as 24 grids per spread.

To create a simple layout follow these ten steps:

1. Choose a three or four column per page column plan.
2. Draw a horizontal line several picas above or below the horizontal line (known as the eyeline).
3. Place the largest (called the dominant) photo near but not on the center of the spread. This photo should be 2 1/2 times as large as any other photo on the page, and should be horizontal or vertical in shape.
4. Draw a second photo one pica off the dominant. This photo should be a contrasting shape to the dominant, with the width defined by the columns.
5. Draw another photo off the dominant or second photo that is the same shape as the dominant.
6. Keeping a one-pica margin between photos, draw one to five more photos.
7. Any one of the medium or large photos may be bled off the side.
8. Place captions for each photo. Captions should touch the photos they describe, but be placed to the outside of the spread. Do not group more than two captions together. Allow 3-5 picas deep for each caption.
9. A large rectangle of white space should still be available to the outside of either page of the spread. The copy blocks and the headline will occupy this rectangle. The width of the body copy should be consistent with the width of the columns. Place the headline above the body copy.
10. Place the folios (page numbers) on each side. Place the folio tabs (type used to identify the topic, designer, editor, or writer) to the inside above or below the page numbers.

Note: Other more sophisticated designs for yearbook spreads may be accomplished by simply modeling professional magazine double page spread design.

## Visuals

Photographers and videographers have the same responsibilities as reporters. They must not be public nuisances, and do not have the right to intrude on someone's privacy. They must identify themselves as photographers for their publication or television station and ask an individual's permission. They must also get permission to photograph inside stores, malls, in theaters or at concerts.

The photos must be free of libel. They cannot distort the subject or expose someone to ridicule or contempt. Computer altered photographs or pictures downloaded from the Internet should not be used. These photographs violate copyright laws and do not depict factual representations. The media should not use pictures that are unflattering or show a ridiculous pose. They should tell a story visually and represent events honestly. Pictures should be candid and show action.

Student photographers should understand the elements of composition and balance and should take both horizontal and vertical shots, if both are possible. Photos are cropped first by the cameraman in the viewfinder at the location, and then they may be recropped for the layout.

## Captions and cutlines

Cutlines, also called captions, identify the subjects and the situation in the photo. Cutlines should be two or three sentences. The first sentence gives specifics about the picture, but doesn't state the obvious. Never say: *Bob Smith poses for the camera.* Identify all people in the picture by first and last name. Avoid starting a cutline with a name. Vary the first words in the cutline with participles, gerunds or prepositional phrases to spark interest. The second and third lines should make general remarks about the event. The cutline is always written in complete sentences with the key thought at the beginning followed by the details. It is not necessary to use "from left to right" since most people read that way naturally. Never permit students to write gag cutlines.

To avoid confusion, choose a typeface for the cutline that is different from the body copy. Always give the photographer a credit line. The credit line should be a different font than the cutline or the body copy. Avoid using cluster captions that require the reader to look repeatedly at the cutlines and back to the pictures.

## Infographics

Infographs are charts, diagrams, graphs or maps combining art or photography with a headline and some body type. They present statistical information, show percentages or explain a process. The explanation should be clear to the reader. The staff artist can hand draw some of these visuals or they can be computer produced. The infographic should include source of information.

## Editorial cartoons, cartoons and comic strips

Editorial cartoons use exaggeration, caricature, satire and symbolism to convey ideas, and appear on the editorial or opinion sections of student newspapers. Cartoons can elicit strong reactions and can cause controversy; therefore, they should be within the bounds of good taste and suitable for a high school publication.

Cartoons can be in several strips or self-contained and depict the humor or irony of daily life. They must have broad appeal. Cartoonists should not use inside jokes that only a select few will understand.

Artwork should be neat; the lettering should be easy to read and there should be sufficient contrast for high quality reproduction.

# Financial Operating Procedures

## Newspaper

Operating procedures for newspapers are outlined in section 7 -11 of the *Manual of Internal Accounting*. A copy of this section may be obtained from the school treasurer. Staffs must publish at least six issues of four pages each for the adviser to receive a salary supplement.

## Advertising

The procedures manual specifies that the school newspaper is not intended to be a money raising activity. Funds are allocated to schools for production of the school newspaper, and any additional revenue should be used in an attempt to make the paper self-sustaining.

Board rule specifies that principals should review the list of firms from which advertising solicitation is proposed. Excessive solicitation efforts are forbidden. Although advertising from commercial establishments whose primary revenue is from the sale of intoxicants is expressly forbidden by the guidelines, the editorial board should also avoid agreeing to print ads for unethical businesses (i.e. sales of term papers).

Ad contracts should be drawn up and distributed to all staff members. Ads in newspapers are sold by column inch. Contact newspaper advisers from other schools in the county to determine prevailing rates for ads. Advertisers will not purchase ads from a school whose advertising rates are significantly higher than they are paying for other schools in the county.

## Bidding

Before printing the first issue of the newspaper, bids must be solicited from three or more printers. Although each newspaper must be invoiced and paid for by single issue, only one set of quotes is needed for the year unless a change in printers necessitates rebidding. The invoice for a single issue should be in the \$300 to \$4,000 range. If the paper is desktop published and presented camera ready, the cost will be considerably less than using a professional typesetter for laying out the paper. In the interest of being cost effective, and of teaching marketable skills, it is desirable to move to producing the paper camera ready.

## Records

Newspaper staffs must maintain records of both deposits and advertising. For each issue of the newspaper, the staff must maintain a record of newspaper advertising sold (FM-1020 Rev. 02-01). A separate record must be prepared for each issue, and advertisements must be listed as sold showing the date of the ad sale, the name of the advertiser, the size of the ad, the amount of the ad, the record of collection including the date, amount, and receipt number, and the deposit date. In addition, the adviser must prepare a monthly operating report detailing receipts and disbursements (FM-1019 Rev.). The account balance at month-end must agree with the MSAF computer account balance available from the school treasurer. The forms are available on the Miami-Dade County Public Schools' website at [dcps.dade.k12.fl.us](http://dcps.dade.k12.fl.us). (On the home page select For employees\_Records and forms\_Forms\_Form Search\_1019 or 1020.

## Yearbook

Operating procedures for yearbooks are defined in section 7-12 of the *Manual of Internal Accounting*. A copy of this section may be obtained from the school treasurer. Because of the size and importance of the activity, the School Board has specific policies and procedures for contract bidding of printing and advertising.

## Advertising

Publishing yearbooks is an activity funded solely by the sale of the book and book related revenue such as advertising. The same general rules apply to yearbooks as to school newspapers. Yearbook ads, however, are sold in different measure. Most yearbook staffs either divide advertising pages into the following units of measure: a full page, a half page, a quarter page and an eighth of a page, or into units of equal measure.

Ad contracts should be drawn up that include the following: the price for each ad with the specific measure for each, the name of the staff member who sold the ad, the name, address and phone number of the firm, the name and signature of the person who purchased the ad, payment date, date paid and receipt number of the payment. It is best that ad contracts be printed in triplicate with one copy to the advertiser, one copy to the staff member who sold the ad, and one copy to the business manager of the yearbook

## Bids

Standard bid forms must be used for bidding both printing and photography services. (Use form MIS - 11023 for printing services and MIS - 11026 for photography services) The bid forms should be prepared with specifications of the individual school. The bids must be submitted to at least three prospective bidders, and bids must be returned in triplicate.

According to School Board rule, a committee must make bid decisions. The yearbook committee should be composed of at least the following persons:

1. Senior student, preferably editor of the current year's book
2. Junior student, present staff member, or prospect for the coming year
3. Faculty adviser
4. Principal or his/her administrative delegate
5. At least one other member appointed by the principal (teacher, administrative, or public)

## Printing bids

Specifications should be indicated in various sections of the bid. All sections must be completed or marked as *non-applicable*. These specifications will vary by individual school, and will include:

1. Deadline for bid decision
2. Number of copies
3. Number of pages
4. Trim size
5. Cover specifications
6. Binding
7. End sheets
8. Type paper
9. Type of proofs required
10. Desired delivery date
11. Special considerations (under item 13, page 4 of 9)

For advisers and committee members unfamiliar with the different quality and type of the individual specifications, it is best that the adviser ask bidders to provide samples of materials and products available.

When the bids are opened, they are tabulated on the yearbook tabulation form (MIS-11024). Then, each member of the committee rates the bidders on the standard appraisal form (MIS-11025).

## Photography bids

Specifications should be indicated in various sections of the bid. Primary consideration for the school is type and number of prints and services required for yearbook production. Individual specifications will be indicated in designated spaces of Section I, pages 2 through five of the bid form.

Some considerations for photography bids are:

1. Senior portraits—minimum number of proofs required, size of production print, or requirements for CD/ digital images, and deadline for delivery of production proofs
2. Faculty photos—number and size
3. Underclass photos —number required or requirements for CD/digital images
4. Club pictures
5. Candid and/or group shots
6. Color prints
7. Loan equipment

When the bids are opened, each committee member will rate photographers on a variety of factors as indicated on committee appraisal form MIS-21027.

## Records

### *Advertising*

Use standard form MIS -11028 to record yearbook advertising sold. Indicate date sold, name of advertiser, size of the ad, amount of the ad, date of payment, amount of payment, and receipt number. In order to assist with collection procedures, some staffs record the name of the staff member who sold the ad above the name of the advertiser.

### *Deposits*

Use standard form MIS -11029 to record deposits. Record date of deposit, BPI receipt number, and amount for all transactions. In addition, identify the deposit as either advertising collected, book sales collections or other income. Provide an explanation for any other income.

### *Disbursements*

Keep a log -of all disbursements from the account. The log should include the purchase order number, the name of the vendor, the date and amount of the purchase order, and the date, amount and check number for the payment.

### *Monthly operating report*

Complete standard form MIS - 11030 each month. Record the advertising sales and collections from form MIS- 11028, the book collections and other income from form MIS 11029, and the disbursements from the disbursements log. Calculate totals. Add current month to previous year-to-date for current year-to-date position.

### *Yearbook Sales Receipts*

Yearbook receipts (MIS 11011) are used to record all collections. The school treasurer can order sales receipts by calling S & D at 305-995-3000. The white copy goes to the student, the pink copy goes to the school treasurer with the deposit, and the buff card is held for the subscription file. Sales people must account for all receipts issued to them. Receipt forms, used and unused, and the distribution record must be returned to the school treasurer at the end of the year to be held for audit.

### *Distribution report*

Complete standard form MIS - 11031 when all books are delivered. All books printed must be accounted for, and all books delivered must be documented. Complimentary copies must be documented. Head the tally sheet with the school name, the year, and the statement, "The following signatures acknowledge receipt of a complimentary yearbook." List the date, name, signature, and the address if the book was mailed. Tally exchange books by the name of the receiving school.

# Rights and Responsibilities

## Overview

The Miami-Dade County Public Schools Student Media Guidelines "recognize that an unfettered student press is essential in establishing and maintaining an atmosphere of open discussion, intellectual exchange and freedom of expression on campus." (See Guidelines in Resources Section.) With freedom of speech comes the important task of learning responsible journalism.

The adviser must have open lines of communication with the principal. There should be a strong working relationship with the administration which includes the adviser and the editor. Advisers should communicate with the administration if there are issues covered that might be sensitive to the school or community. The principal and other administrators should be invited to visit the staff. The adviser and the principal should have an understanding that the students' best interests come first, and even when there is a crisis, they will work in a cooperative manner. Publications are always better when they have the support of the administration.

The final decision of content and the reading of all copy must rest with the adviser and the students only. Student publications are not public relations tools for the school, and the editors must instill upon the administration their desire to report responsibly and in the best interest of the student body.

## The Cases

Staff members should have thorough knowledge of student press law and the County's guidelines before they begin writing. Two important cases to know are:

*Tinker v. Des Moines Independent Community School District.*

The Tinker case involved three students who wore armbands to school in the mid 1960s to protest the Vietnam War. When the school system suspended the students who continued to wear the armbands after they were told not to, the parents took the school board to court. When the case reached the Supreme Court there was a 7-2 decision in favor of the students. The decision was interpreted to mean all forms of communication including student newspapers were protected as long as they were not libelous, obscene, and were not likely to cause substantial disruption of the school.

*Hazelwood School District v. Kuhlmeier*

In the 1988 Hazelwood case the Supreme Court gave public school officials more power to censor. The case involved the staff and principal in Hazelwood, Missouri at Hazelwood East High School. The principal deleted two pages dealing with teen pregnancy and divorce from the school paper Spectrum. The principal thought the content was "inappropriate." Members of the staff filed suit seeking a declaration that their First Amendment rights had been violated. After losing in district court, the students won at the federal appeals level, but eventually lost in the Supreme Court because the Court felt if the publication was not a forum of public expression, then the students were not entitled to first amendment protection. The Court felt the Spectrum was not a public forum.

The Dade County School Board filed an Amicus Curae brief for the Supreme Court during the Hazelwood case noting that newspapers in Dade County at North Miami Beach, Coral



Gables and Miami Palmetto Senior High Schools had routinely covered these issues in their newspapers.

The Dade County School Board said all publications in Dade County are public forums and Hazelwood did not apply. Board members reaffirmed the guidelines that adhered to the Tinker ruling. In 1993 the Board further clarified language in the guidelines stating no administrator should have prior review or prior restraint of student publications and extended the guidelines to school television stations and graduation speeches. In June of 1998 students' rights to publish without prior review were again reaffirmed after students, teachers, parents and professional journalists appeared before the School Board.

California, Massachusetts, Colorado and Iowa have amended their constitutions to guarantee free expression for students. Several other states have legislation working to extend free expression rights to student publications.

It is vital that student publications are considered forums for public expression. For student newspapers it is important to seek guest writers and letters to the editor. These avenues keep student publications as public forums. English and social studies classes are good sources for students who might write guest columns or letters reacting to the articles in the newspaper. Staff members should encourage letters from outside agencies or the PTSA. All letters to the editor should be signed. The masthead on the editorial pages of the newspaper should explain the publication's editorial policy.

## Understanding Libel and Slander

Libel is false printed defamation that exposes a person to public contempt or that damages a person's livelihood. Each state has its own libel laws. Slander is spoken defamation. Only a court can determine if material is libelous. Several conditions must exist if libel is to be considered:

- It must be false. (Truth is the best defense against libel.)
- It must injure the subject's reputation in the community.
- It must occur as a result of negligence or actual malice.

The Student Press Law Center in Washington D.C. suggests the following measures to avoid lawsuits:

1. Verify and re-verify all facts. A fact can be proved: anything else is interpretation. Even on opinion pages and in reviews, all opinions should be fully supported by facts.
2. Avoid personal attacks. Address issues not people. Offer solutions.
3. Find several sources to corroborate information. Responsible journalists seek at least two or more sources who are credible, are independent of each other and in a position to know and tell the truth.
4. Fairness and good sense indicate that reporters always contact an individual about whom they are writing. Get both sides of a controversy.
5. Seek legal advice. Call the Student Press Law Center in Washington, DC. (See Resources Section.)
6. Publish a retraction or apology as soon as possible, if one is warranted.

## Copyright Law

It is unethical and unlawful to use a copyrighted photo, cartoon character or copyrighted written material in a high school publication. Downloading and using material from the Internet including art, poetry, images, or stories is a violation of intellectual property rights and is considered a copyright violation. In addition, music cannot be used on school videos for sale without permission. Student journalists can write to record companies, syndicates or other sources to get permission to use the material. Most companies will not charge because the work is for educational purposes, as long as they receive recognition.

## Obscenity, Lewdness and Profanity

Deciding what is obscene depends on community standards. If a work lacks serious literary, artistic, political or scientific value, and if it is patently offensive, it is considered obscene. Good taste and judgment on the part of the staff includes leaving out profanity. Only on rare occasions when it is deemed necessary, student publications might follow their professional counterparts by printing the first letter of a profane word with dashes following it. Most self-respecting publications avoid profanity entirely.

## Avoid Editorializing

Editorializing means putting opinion words where they do not belong. Editorializing doesn't belong in news, features and sports stories. Words like alleged, claimed, questioned are loaded words. The only place student journalists should use opinion is in the editorial section or in reviews.

If the television station plans to run editorials, it must adhere to the same rules of print journalism that apply to writing editorials and in cases of libel.

Opinions of sources authorities, coaches, students, players, parents and administrators must be carefully attributed. Always use said for attribution. Avoid claimed, intimated whispered, etc.

## Other Considerations

Even major magazines and newspapers have fact checkers. If the numbers don't add up or the facts in a story conflict, have someone verify the information.

Some publications require students to get sources to sign or initial the reporter's quotes. During the interview the reporter could ask: "May I read back your quotes to make sure I am accurate?" The individual may sign off on the quotes. However, a reporter should never show a completed story to someone who has been interviewed until it is actually printed.

Reporters should keep their notes, especially if the stories are controversial. Some teachers collect reporters' notes once the stories are filed.

Another way to make sure reporters are continuously working toward accuracy is to send a form to someone who has been interviewed (see example) to ask if the information in the article is accurate. It is a good idea to send copies of tear sheets with articles to sources who have provided information for a story. The following is a list of considerations for media staff guidelines:

- Do not print horoscopes, dedications, advice or gossip columns, or last wills and testaments.
- Avoid personal or classified advertisements in newspapers. Personal advertisements are popular in yearbooks and are sources of revenue, but need scrutiny by staff and advisers.
- Avoid April Fool's issues. Genuine satire is acceptable, but it is difficult to write and can often cause problems.
- Avoid anonymous sources and the use of pseudonyms unless the issue involved is extremely sensitive.
- Most student media will not print the names of juveniles who have been involved in a crime unless the names have appeared in other publications or on local television. Leaving out minors' names protects young persons, especially first offenders. Contact the Miami Herald's mentorship program. Reporters and editors enjoy working with students and one will be assigned to help your staff. Ask local TV reporters to help the broadcast students. Mentors are valuable assets to any journalism program.
- Avoid situations where a reporter's life would be in jeopardy.

## Editorial Policy

It is important for a staff to develop an editorial policy that spells out what the staff will do. Usually the editorial board consists of the editors who will determine:

- how controversial matters will be handled.
- the opinion taken in the staff editorials.
- what ads will or will not be printed (if they are sexist, in poor taste, advertise anything illegal to minors, etc.)
- what policy will be taken to protect sources, if necessary.
- if a story puts any reporter in jeopardy (about gangs, drugs etc.) and if it should be turned over to the professionals.

## **Self-Censorship**

Avoid self-censorship. Students who are responsible journalists shouldn't be afraid to cover the most important topics relevant to the lives of teenagers. Given the freedom to report whatever they deem necessary, it is an important student journalists' function to educate readers about vital issues. The ability to pursue the truth with accuracy and thoroughness fosters pride and self-esteem, educates the student body, and makes for outstanding publications.

# Resources

## Resources

The best available resources for information about producing a yearbook, newspaper or broadcast program are in your own community. Call the Division of Language Arts/Reading (305) 995-1918 and request the names of advisers in your area who will offer assistance. You may also wish to request a current list of all of the journalism advisers in the county.

Media advising programs are also offered at several local universities. Course content includes designing a curriculum, producing a publication or a program, and media law.

### Scholastic Press Associations

Scholastic Press Associations offer a variety of services that include publication critiques, curriculum materials, legal assistance, memberships in their associations, workshops, conventions and periodicals.

The Florida Scholastic Press Association (FSPA) holds its annual journalism day at the campus of Florida International University in September. Encourage the staff to attend. Other journalism organizations in addition to FSPA that offer magazines, critique services, conventions and workshops are listed in this section.

#### **CSPA**

Columbia Scholastic Press Association  
Box 11, Central Mail Room  
Columbia University  
New York, NY 10027-6969  
(212) 280-3311  
Email: [cspa@columbia.edu](mailto:cspa@columbia.edu)  
[www.columbia.edu/cu/cspa](http://www.columbia.edu/cu/cspa)

#### Services:

Newspaper, magazine and yearbook memberships and critiques  
Biannual conventions  
Summer workshop  
Recognition of outstanding advisers and champions of the free student press  
Bookstore of resource materials for advisers

#### Publications:

*The Student Press Review*  
*Scholastic Yearbook Fundamentals*  
*Scholastic Newspaper Fundamentals*

#### **Dow Jones Newspaper Fund, Inc.**

Dow Jones Newspaper Fund, Inc.  
P.O. Box 300  
Princeton, NJ 08543-0300  
(609) 452-2820  
Email: [newsfund@wsj.dowjones.com](mailto:newsfund@wsj.dowjones.com)  
[www.dowjones.com/newsfund/](http://www.dowjones.com/newsfund/)

**Dow Jones Newspaper Fund, Inc., Continued**

Services:

Information and career materials for students and teachers

Publications:

*Adviser Update*

*Journalism Career and Scholarship Guide*

**FSPA**

Florida Scholastic Press Association

2077 Weimer Hall

College of Journalism and Communications

University of Florida

Gainesville, Florida 32611

(904) 392-0460

Email: [fspace@jou.ufl.edu](mailto:fspace@jou.ufl.edu)

[www.jou.ufl.edu/fspace/](http://www.jou.ufl.edu/fspace/)

Services:

Newspaper, magazine, yearbook and broadcast memberships and critiques

Fall one-day district local workshops

Spring state convention workshop and competition

Summer Journalism Institute

Publication:

*FSPA Today newsletter*

**JEA**

Journalism Education Association

Kedzie Hall 104

Kansas State University

Manhattan, KS 66506-1501

(913) 532-6555

Email: [jea@spub.ksu.edu](mailto:jea@spub.ksu.edu)

[www.jea.org](http://www.jea.org)

Services:

Co-sponsors two conventions with NSPA

Adviser concerns, curriculum development, First Amendment Rights,

National journalism certification

Publications:

*Newswire* and *C: JET*

## **NSPA**

National Scholastic Press Association  
620 Rarig Center  
330 21st. Ave. South  
University of Minnesota  
Minneapolis, MN 55455  
(612) 625-8335  
Email: [info@studentpress.org](mailto:info@studentpress.org)  
[www.studentpress.org/nspa/](http://www.studentpress.org/nspa/)

### Services:

Newspaper, magazine and yearbook memberships and critiques  
Biannual conventions  
Summer workshop program

### Publication:

*Scholastic Editor's Trends*

### Special competitions:

Los Angeles Times Editorial Leadership writing contest  
All-American Photographer contest  
All-American Scholars program

## **Quill and Scroll**

Quill and Scroll  
School of Journalism and Mass Communications  
University of Iowa  
Iowa City, IA 52242  
(319) 335-5795  
Email: [quill-scroll@uiowa.edu](mailto:quill-scroll@uiowa.edu)  
[www.uiowa.edu/~quill-sc/](http://www.uiowa.edu/~quill-sc/)

### Services:

National Writing/Photo contest  
Yearbook Excellence Contest  
Junior High Writing/Photo contest  
Newspaper News Media critique service  
Grants to advisers  
Bookstore  
Quill and Scroll Chapter membership  
Publication:  
*Quill and Scroll* magazine



## **SIPA**

Southern Interscholastic Press Association  
College of Journalism and Mass Communication  
University of South Carolina  
Columbia, South Carolina  
(803) 777-6284  
[www.jour.sc.edu/sipa/](http://www.jour.sc.edu/sipa/)

### Services:

Newspaper, yearbook, magazine memberships and critiques  
Recognition of outstanding advisers, student journalists and school administrators  
Spring convention

### Publication:

*Accents*, Bi-Monthly newsletter

## **SPLC**

Student Press Law Center  
1101 Wilson Blvd. Suite 1910  
Arlington, Va. 22209  
(703) 807-1904  
Email: [splc@splc.org](mailto:splc@splc.org)  
[www.splc.org](http://www.splc.org)

### Services:

Free legal help  
Protects the rights of student journalists and publication advisers.  
Provides information about laws governing the press.  
Provides over-the-phone and letter assistance in answering questions of student journalists and advisers.  
Provides model publication guidelines for student publications.  
Publishes information about censorship cases and legal action concerning school publications

### Publication:

*SPLC Report*, 3/year

*Law of the Student Press*, 2<sup>nd</sup> edition

## Yearbook Printing Companies

Yearbook advisers will find assistance from any of the publishing companies listed below. Most offer curriculum materials, workshops and personalized service.

The following are the national addresses for the publishing companies offering bids in this area. Contact other yearbook advisers in the area for the addresses of local representatives, or write or call the offices listed below:

### **Herff Jones Yearbooks**

P O Box 68501

Indianapolis, IN 46268

(317) 297-3740

[www.herff-jones.com/yearbooks/](http://www.herff-jones.com/yearbooks/)

### **Jostens**

5501 Norman Center Drive

Minneapolis, MN 55437

(612) 830-3300

[www.jostens.com/yearbook/](http://www.jostens.com/yearbook/)

### **Taylor Publishing Company**

1550 W. Mockingbird Lane

Dallas, TX 75235

(214) 637-2800

[www.taylorpub.com](http://www.taylorpub.com)

### **Walsworth Publishing Company**

306 N. Kansas

Marceline, MO 64568

(816) 376-3543

[www.walsworthyearbooks.com](http://www.walsworthyearbooks.com)

## Yearbook Photographers

Yearbook advisers may wish to contact any of the local photographers listed below which are currently offering photo services. Each offers both senior and underclass photos as well as contracted yearbook photo services such as training, film, processing, and professional photography.

### **Bryn Alan Photography**

5781 S.W. 40<sup>th</sup> Street

Miami, FL 33155

(305) 667-8659

FAX: (305) 667-7019

Currently no web address

**Fox-Mar Studios**

10535 S.W. 109<sup>th</sup> Street

Miami, FL 33176

(305) 596-1750

FAX: (305) 279-4641

[www.foxmar.com](http://www.foxmar.com)

**Nick's Photo**

13235 N.W. 7<sup>th</sup> Avenue

N. Miami, Fl. 33168

(305) 688-2670

FAX: (305) 667-7091

Currently no web address

## Journalism Texts

No one text will offer all of the information needed to produce a news program, newspaper or yearbook. Curriculum may be developed by using a combination of resources. Most texts are available through special order from bookstores or from scholastic press association bookstores.

The following basic texts are listed in the *Florida School Book Depository Instructional 2001-2002 Materials Catalog*. ([www.fsbdc.com](http://www.fsbdc.com))

Note: state adopted instructional materials appear in capital letters.

## Language Arts—Journalism and Mass Media

### Libraries Unlimited

*Television Production Book I, Beginners* 78-402-1

*Television Production Book II, Advanced* 78-402-2

### National Textbook/Glencoe

*JOURNALISM TODAY*, 1998 ed. 76-196-0

*Teacher's Manual* 76-196-1

*Teacher's Resource Book* 76-196-2

*WORKBOOK* 76-197-0

*Teacher's Edition* 76-197-1

*UNDERSTANDING MASS MEDIA*, 1996 ed. 76-198-0

*Teacher's Resource Book* 76-198-1

*WORKBOOK* 76-199-0

*Teacher's Edition* 76-199-1

*JOURNALISM MATTERS*, 1998 ed. 76-325-0

*Teacher's Edition* 76-325-1

*Teacher's Resource Binder* 76-325-2

*WESTest Computerized Testing:*

IBM (Windows) 76-325-3

Macintosh 76-325-4

(Choice of 1 free per teacher)

*Getting started in Journalism*, 1997 ed. 76-194-1

*Teacher's Manual* 76-194-2

## Computer Education

### EMC/Paradigm

Pagemaker® 6.5: Design and applications:

With 3.5 Windows Disc 70-562-1

With 3.5 Macintosh Disc 70-562-2

Instructor's CD-ROM package 70-562-3

## **General curriculum**

*The Complete Guide to Yearbook Journalism* Darlene Blakely and Christopher Evans

*Scholastic Yearbook Fundamentals* Columbia Scholastic Press Association

*Curriculum Guide for Newspaper Journalism* Journalism Education Association

*Curriculum Guide for Yearbook Journalism* Education Association

*Video in the Journalism Curriculum* Journalism Education Association

*Springboard to Journalism* 5th ed. Helen F. Smith ed.

*The Best of the High School Press* National Scholastic Press Association

## **Design and desktop publishing**

*Peachpit Pagemaker Companion* Robin Williams with Barbara Sikora and Vicki Catkins

*The Newspaper Designer's Handbook* Tim Harrower

*Organizing for Desktop* 4th ed. Bob Esler

*Contemporary Newspaper Design: A Structural Approach* 3rd ed. Mario R Garcia

*Basic Yearbook Design: A Column Approach* John Cutsinger

## **Yearbook copy**

*Copy: Who Needs It? First edition* by Kaye Folsom or *Copy: Who Needs It? Second edition* by H.L. Hall

Newspaper copy

*Springboard to Journalism* 5th ed. Helen F. Smith

*Scholastic Journalism, 8th ed.* Earl English, Clarence Hack, and Tom Rolnicki

## **Photojournalism**

*The Picture: An Associated Press Guide to Good News Photography* Brian Horton .

*Winning Publications Photography* John Moore

## Stylebooks

*Quill and Scroll Stylebook* Lawrence R Campbell et. al

*The Associated Press Stylebook and Libel Manual* Christopher W. French

*The New York Times Manual of Style and Usage* Lewis Jordan, ed.

*Wall Street Journal Stylebook 2nd ed.* Paul R. Martin

*The Official CSPA Stylebook 19th ed.* Helen F. Smith

# **Appendix A:**

## **Sample Staff Manual**

## Appendix A: Sample Staff Manual

## **Editorial Policies**

### **Basic Editorial Concepts**

#### **Sources**

It is policy to attribute all statements to the source interviewed. Do not interview any staff member without prior editorial approval Interview a minimum of three sources for each story, and be sure to get all sides of the story.

#### **Selection and Firing of Staff Members/Editors**

1. Staff members will apply in March of the previous year for a position on the staff. Potential staff members will complete an application and submit the recommendation to a core -curriculum teacher. Students will be surveyed in the fall as to interests for staff appointments. Adviser will make initial selections.
2. Staff members and board members are subject to review by the Editorial Board if they fail to fulfill their duties. The adviser may also choose to dismiss a staff member without the approval of the board for habitual tardy/attendance problems. The Editorial Board will choose a replacement for any Board/staff member dismissed. Dismissal will become a part of a student's permanent school record.

#### **Rights and Restrictions**

##### **Ethics**

1. The staff recognizes its responsibility to produce a publication that upholds the Code of Ethics of the Society of Professional Journalism (see Resources section), to which it subscribes.
2. The main concern of the publication will be to print the truth with objectivity, fairness and independence.
3. The staff will avoid printing material that is obscene, libelous or will cause a material and substantial disruption of the school day.
4. The staff will produce stories that are well written, well researched, and allow those interviewed to tell their own stories through extensive use of quotes.
5. Journalists will be aware of legal rights under the First Amendment, which states “ Congress shall make no law... abridging the freedom of speech, or the press.” The journalists will also be aware of legal limitations (libel, privacy, copyright and



obscurity), contract and advertising issues and ethical responsibilities.

## Public Forum

As established by Dade County School Publications/Media guidelines, this publication is a public forum in that student editors clearly have been given the final authority on content, and the school board has designated student publications as public forums for student expression. Furthermore, the publication's content is not subject to prior review. This freedom does not extend, however, to the three classifications of material that are prohibited by law or not protected by the First Amendments (See below for unprotected speech definitions.)

## Unprotected Speech

There are three classifications of speech that are prohibited by law or not protected by the First Amendment. Following publication, these types of speech may be subject to legal and/or official school action.

1. Material that is obscene to minors.
2. Material that is defamatory (libelous).
3. Material that will cause a material and substantial disruption of school activities.

(See section D of the Student Publications/Media Guidelines (in Resource section) for legal definitions of 1, 2, and 3 above)

## Legalities

### Court decisions

#### Hazelwood

In January 1988, the U.S. Supreme Court ruled in *Hazelwood School District v. Kuhlmeier* that if a publication was not a forum for public expression, then the students were not entitled to First Amendment protection. The policy of Dade County is that all student publications are public forums, and thus *Hazelwood* does not apply.

#### Tinker

In 1969, in *Tinker v. Des Moines Independent Community School District*, the Supreme Court said school officials could limit student free expression only when they could demonstrate that the expression would cause a substantial disruption of school activities or an invasion of the rights of others. Student media productions in Miami-Dade County abide by *Tinker*.

## Definitions and explanations

### Libel

The first type of speech not protected under the constitution, *libel* is a false printed published statement that defames or attacks a person's good name, brings about public contempt or disgrace, or damages a person's reputation in the community.

1. To be libelous, a statement does not have to necessarily identify the person by name.
2. Expressions of opinion or fair comment cannot be libelous.
3. Jokes can be libelous.
4. A writer has no defense against a charge of libel if the writer reprints a defamatory statement made by someone else, even if it is in a direct quote or ad.
5. Captions or cutlines which comment on photos in an attempt to be humorous or sly rather than to report facts and background information can be sources of libel.
6. Labeling a photo with the wrong name or running a photo with an unrelated story can be libelous.
7. Personal ads can be libelous. Both the person who sells the ad and those who edit the ad are responsible for the content of the ad, even though they did not write it.
8. Truth is a defense for libel.
9. If a person is a private figure, to prove libel that person must prove the writer was negligent.
10. If a person is a public figure, (a government official, public figure or in some cases coaches or administrators) to prove libel that person must prove that the writer knew the statement was false or acted in a reckless disregard in determining the truth.
11. Students are responsible for applying the following test for possible libel:
  - Is the material true, and is there evidence to prove that it is true?
  - Has every possible effort been made to verify accuracy?
  - Is someone identified by name or by implication?
  - Is that person's reputation potentially damaged?

## Right to privacy

Students, faculty, staff and administration have the right to privacy, the right to be left alone.

1. There is a very delicate balance between an individual's rights to privacy and a journalist's rights under the First Amendment.

2. To invade someone's privacy is a civil right for which a staff member can be sued.

### **Intrusion**

A journalist invades someone's privacy by unreasonably intruding on someone's solitude.

1. Get written consent for photographing a person in a place that is clearly not public.
2. Classrooms are public places, but bathrooms, dressing rooms and locker rooms are probably not.

### **Appropriation**

The unauthorized use of an individual's name, photo, likeness or endorsement for commercial purposes is another kind of invasion of privacy, appropriation. Get signed release for photos of students used in ads.

### **False light**

Using true information in a photograph or story but presenting it so that a person appears to be something he or she is not is another kind of invasion of privacy, false light.

### **Copyright**

Anyone who uses copyrighted material (original song lyrics, photos, ads, cartoon characters etc.) without first getting permission from the copyright holder has infringed upon that copyright and may be sued. Seek permission for copyrighted material.

### **Obscenity**

Obscenity is hard-core pornography: explicit and graphic description of sexual activity that arouses sexual feelings and that has no serious literary, artistic, political, or scientific value.

1. Material can be obscene for minors and not for adults.
2. While four letter words are not obscene, students should ask themselves if the profanity is absolutely necessary to the story.

### **Ethical and moral considerations**

Moral and ethical considerations as well as the law determine what is appropriate to publish.

1. Racial or ethnic comments, crude humor, glamorizing illegal activities, inside jokes, and cruelties are inappropriate.

2. Students have a responsibility to be accurate and fair and utilize good taste.

## **Editorial Board/Management Make-up**

### **Membership**

The newspaper editorial board is often comprised of the following:

1. Editor-in-chief
2. Managing editor
3. Production manger
4. Design editor
5. News editor
6. Feature editor
7. Editorial editor
8. Sports editor
9. Photo editor
10. Art editor

The yearbook editorial board is often comprised of the following:

1. Adviser (non -voting member, but may disagree and make suggestions or comments)
2. Editor-in-chief
3. Business Manager
4. Student Life Editor
5. People Editor
6. Sports Editor
7. Academics Editor
8. Groups Editor
9. Advertising Editor
10. Index Editor
11. Computer/Graphics Editor
12. Photo Chief

### **Duties**

1. The editorial board will determine content of the publication.
2. The editorial board will stress the editorial policy and Code of Ethics as guidance for the publication.
3. The editorial board will insure the accuracy of the publication.
4. The editorial board will elect a Board chairman.
5. The editorial board will work with the adviser to resolve differences of opinion regarding staff selection and expulsion, including the selection and firing of editors. ('The adviser reserves the sole right to dismiss staff members for non -attendance or excessive tardies.)
6. The editorial board members will attend all board meetings.
7. All decisions by the board will be by two-thirds majority.

## **Correction of Errors**

Students who find errors in their ads may request refunds. The student who sold the ad will not be credited with the ad, as the student who sells the ad is responsible for approving the proof of the ad.

## **Payments or Freebies**

Students may not accept payment in any form for covering a particular event or serving on a bid committee. Students who do so will be subject to disciplinary action.

# Advertising Policy

## General Advertising Policies

All advertising submitted for publication must meet the following guidelines:

1. Statements in the advertisement must be true.
2. Advertisements must not be misleading.
3. Advertisements must not encourage the breaking of laws, regulations or ordinances, specifically by the sale of term papers, drugs, alcohol and tobacco.
4. Advertisements that are questionable will be referred to the editorial board. The board will decide whether to accept the ad.
5. If a mistake occurs in the advertisement that is the fault of the printer or the staff, the advertiser may request a refund.

## Business ads

1. Any businesses that submit photos of students for inclusion in an advertisement must also submit written releases from those students.
2. Payment for a business ad is preferred upon signing the contract, but must be made within 30 days of the contract submission date.

## Personal ads

1. Personal ads will be accepted, but are subject to editing for obscene, libelous or tasteless material at the discretion of the editor.
2. Personal ads are limited to no smaller than 8 point type.
3. The staff reserves the right to limit the number of photos permissible in a personal ad.

# Sample Publication Staff Manual

## Newspaper

It is the general responsibility of all staff members to know their rights and responsibilities, to quote accurately, to meet deadlines, see that stories, headlines and outlines are written and edited, photos are taken, chosen and cropped and layouts are completed; advertisements are sold. All students are responsible for selling ads or keeping a log of the people they have contacted as potential advertisers.

### Newspaper Staff Manual: Responsibilities and Job Descriptions

#### Editor-in-Chief

Editors-in-chief will set, communicate and carry out the newspaper's editorial, production and business goals, keep in daily contact with the managing editor, production manager, business manager and adviser, edit copy, cover stories, do layouts, headlines and production work, delegate jobs, determine the size and schedule of every edition, make assignments, maintain a climate of trust and cooperation among staff members, lead the staff in making editorial, business and production improvements.

#### Managing Editor

The managing editor will take over for the editor-in-chief should the need arise, take minor responsibility for the editorial content, keep up standards of accuracy, balance and fairness, motivate the editorial staff, organize the communication system among reporters and editors, relay information about stories and progress to editor, keep informed on news developments in the school, and those outside it that pertain to students in the school, and come up with story ideas and support sub-editors in spirit and practice.

#### Production Manager

The production manager will run all phases of production, setting up deadlines and contacting the printer, taking responsibility for ordering supplies, keeping inventories and notifying the editor-in-chief and adviser when supplies are running low, check to see that the shop is neat, enforce high standards of paste up, proofreading and art reproduction, contribute graphic ideas and help oversee consistency in graphic style, advise the editor-in-chief and adviser if work is not on schedule, coordinate the art and photography, and help teach production procedures.

#### Design Editor

The design editor works with department editors, helps develop graphic ideas and makes suggestions, coordinates special projects, supervises and assists page design, designs infoboxes, creates or updates the paper's design guidelines and helps teach graphics techniques.



## **News, Editorials, Features, Sports Editors**

These editors brainstorm story ideas, assign stories, present readers with different opinions and viewpoints so they can form an opinion when it is called for, assign photos, write questions, enforce deadlines, copy edit, make layouts, write headlines and cutlines, crop and scale pictures, enforce deadlines with staff, be ready to cover late breaking news or companion editorials, help teach staff members. Editors should describe assignments in detail for each reporter, photographer and artist.

## **Photographer Editor**

The photography editor will assign photos after consultation with managing editor, production manager, and sub -editors, take last minute pictures, keep a camera in school, ensure that ratline and credit information is accurate.

## **Art Editor**

The art editor will assign art and graphics after consultation with managing editor, production manager and sub editors, draw last minute artwork, and keep art materials at school.

## **Exchange Editor**

The exchange editor is not part of the editorial board. It is the duty of the exchange editor to prepare newspapers for exchange with other schools through the inter -school mail, maintain an updated exchange list of schools outside of Dade County. Exchange editors should include school board members and the superintendent on the exchange list, as well as advertisers.

## Yearbook

It is the general responsibility of all staff members to see that deadlines are met; stories, headlines and captions are written and edited; photos are taken, chosen, and cropped; layouts are completed; advertisements are sold. Without timely completion of deadlines, the printer will not deliver the book as contracted. All students are also responsible for seeking potential advertising and, in schools where this is a policy, for contacting senior parents to sell parent ads. More specific job descriptions are as follows:

### Yearbook Staff Manual: Responsibilities and Job Descriptions

#### Editor-in-chief

1. Manages the general operation of the book.
2. During the summer previous to the production of the book, plans the content order of the various sections of the book, allocating space requirements based on the bid length of the book, the estimated number of seniors and underclassmen; number of sports; number of groups, estimates of ad revenue, etc.
3. Participates as a member of the bid committee.
4. Works with section editors to establish and distribute a working calendar for each of the five deadlines.
5. Directs the process of the publication.
6. Responsible for checking over all final production items to insure completion before submission to the printer.
7. Maintains production status charts to insure timely submission of all materials.
8. Performs miscellaneous duties assigned by the adviser.
9. Sells books on sales days.
10. Assists editors and staff with production problems if necessary.
11. Writes opening and closing copy.
12. Designs cover, end sheets, and page one of the book with art director and art staff.
13. Writes colophon.
14. Learns both the Adobe® Pagemaker® and Photoshop® programs.
15. Serves on the editorial board.

#### Section Editors (Student Life, Academics, People, Sports, Groups)

1. Creates section ladder.
2. With staff members, plans features for each spread.
3. Assigns stories.
4. Records section design unity:  
column or grid width

headline treatment  
 headline typeface  
 caption treatment  
 folio treatment  
 quote box style, if applicable  
 scoreboard style, if applicable  
 graphic treatments (logos, lines, screens etc.)

5. Works with the mini -deadline schedule, as determined by the editors and advisers, for layouts, copy, drafts, headlines, captions
6. Maintains records of staff writer's progress.
7. Is knowledgeable as to publication style; possesses excellent grammar skills.
8. Edits and proofreads drafts and finals of all copy.
9. Orders and selects photos for and writes copy, caption(s), and headline for individual section division spread.
10. Assists individual staff members in production as necessary.
11. Learns both the Adobe® Pagemaker® and Photoshop® programs.
12. At deadline time, is responsible for submitting all pages to production chief.
13. Serves on the publication board.

### **Computer Editor**

1. A master of hardware and software is the staff's resident computer expert.
2. Is responsible for computer training and support of staff members.
3. Teaches new members basic computer skills, and assists experienced members in learning new programs and shortcuts. Answers questions as staff members complete tutorials.
4. Is available after school and on Saturday as necessary to meet with staff members and the adviser individually.
5. Sets and maintains templates and styles for each section as section designs are completed and put to use.
6. Maintains back-up copies of all template s, styles, and completed work.
7. Acts as a troubleshooter for operating problems.
8. Works with individual staff members to edit layouts, import and fit copy, graphics etc.
9. Informs adviser of maintenance needs.
10. Serves on the editorial board.
11. Learns both the Adobe® Pagemaker® and Photoshop® programs.

### **Business Manager**

1. Oversees all financial aspects of the production of the book.
2. Collects ad revenue, writes receipts to staff members, and records ad sales on Ad Sales Record sheet. Posts amount deposited on Deposit Record. Gives copy of ad to Advertising Section Editor.

3. Sells books on sales dates, prepares deposits and records deposits on Book Sales Record and Deposit Record.
4. Prepares monthly operating report.
5. Completes and maintains records of purchase orders.
6. Completes and maintains records of check requisitions.
7. Prepares transfers for all club pages.
8. Completes final distribution report and submits all records to adviser in an orderly manner.
9. Maintains records of paid and unpaid ads and submits to school treasurer a list of unpaid personal ads.
10. Serves on the editorial board

### **Advertising Editor**

1. Maintains duplicate record of all ads sold, as well as when paid.
2. Maintains duplicate record of all ad contracts in the same order as the ad sold record.
3. Maintains records of all advertising copy.
4. Communicates with advertisers as to ad copy and photos.
5. Maintains records of number of ads sold by each staff member.
6. Maintains a page-by-page sketch of ad placement for each page of the advertising section.
7. Works with graphic artists, art director and computer staff to design advertisements.
8. Schedules photos for ads as well as the ad division page. Writes copy for the advertising division page.
9. Sells books on sales days and makes deposits as necessary.
10. Serves on the editorial board.

### **Index Editor**

1. Learns program for indexing pages.
2. As discs are completed, run pages to index.
3. Teaches staff the indexing procedures.
4. Designs the index pages.
5. Finds mini-feature stories or other high interest reader information to make the index informative, entertaining.
6. Handles senior superlatives, top ten, Silver Knights.
7. Serves on the Editorial Board.

### **Chief Photographer**

1. Schedules photos.
2. Assigns photos to photographers and staff members.
3. Logs photos out to photo studio with date out, bag number, color or b/w photographer's name, and subject.
4. Logs photos back out to photographer.
5. Files b& w negatives by subject.
6. Distributes photos to person who requested; files miscellaneous photos by subject.

7. Takes photos.

## **Broadcast**

It is the general responsibility of all staff members to know their rights and responsibilities, to quote accurately, to meet deadlines, see that stories are written in a timely manner and generally follow the guidelines for print journalism. There should be well-rounded coverage of news, opinion, features and sports. These guidelines apply to radio, television or Internet broadcasts. More specific job descriptions follow:

### **Broadcast Staff Manual: Responsibilities and Job Descriptions**

#### **News Director**

The news director is responsible for budgets, staffing and the overall direction of the news station.

#### **Assignment Editor**

The assignment editor coordinates coverage, keeps track of story ideas, makes sure the station does not miss any news stories, and works with producers and news directors to decide what stories to cover.

#### **Producer**

The producer is in charge of the newscast and decides the order and length of stories in the newscast. The producer also assigns stories to writers and reporters and oversees the show.

#### **Anchor**

Anchors sit in front of the camera and deliver the news. They are responsible for writing stories as well as reporting the stories written by others.

#### **Reporters/ Writers**

Reporters and writers go into the field, conduct interviews, gather facts and put together stories. These staff members may be on or off camera.

#### **Photographers**

The photographer videotapes news events and may be required to take digital pictures for online publications. This position requires a great deal of technical know-how as well as and eye for the visual elements of a story.

**Editors**

Editors need to have an understanding of the technical areas of video and sound editing. An editor may work with the photographer and director to work on the video and sound pieces of a production.

**Director**

The director's job is to decide which camera to go to and when, to make sure video is rolling when its supposed to and to monitor a technically smooth newscast.

**Audio engineer**

The sound engineer is responsible for all sound that goes out over the air and watches the level of microphones and tape elements and adjusts them as needed.

**Computer graphic designer**

The computer graphic designer designs map and other visual elements to be used during a television broadcast or an online publication.

## **General Roles and Responsibilities**

### **Staff Member**

1. Researches stories, conducts interviews, writes copy, headlines and captions. Submits stories to adviser and section editor for grading. Keeps a copy of the story for own files. Retains all research and interview notes in notebook.
2. Rewrites copy after editing, and types copy into the computer using the Microsoft® Word program. Spell checks and proofreads the copy.
3. With the assistance of the computer editor and the section editor, thaws and edits layouts (using templates created by section editors and computer personnel), keeping in mind section specs for placement and design of grapes elements as well as styles.
4. Takes photos and/or accompanies a staff photographer on a photo shoot, recording all relevant information concerning photo (who, what, when, where, why, how). Asks for the spelling of all names.
5. Meets all deadlines and mini-deadlines.
6. Learns the basics of both the Adobe® Pagemaker® and the Adobe® Photoshop® programs.
7. Submits all copy, layouts, etc. to the section editor.
8. Participates in all staff meetings.

### **Adviser**

The adviser works with the editor in: maintaining the budget recruiting and selecting the staff communicating with the printing and photography companies publishing a staff manual recognizing staff accomplishments meeting deadlines The adviser teaches rights and responsibilities, journalistic skills, business skills and computer skills. The adviser maintains attendance, academic and conduct records The adviser represents students to the faculty and administration, participates in bidding procedures, upholds the principles of a true open forum, consults with legal experts when necessary to avoid defamatory material or content obscene to minors and that which would cause a substantial disruption of school activities, advises, but does not censor, promotes initiative, critical thinking, industry, inquisitiveness, fair play and imagination, expects mutual respect among staff, school and community through consistent application of good manners and good public relations.

## **Other Staff Manual Considerations**

### **Deadline schedule**

Note: Provide students with a schedule for all deadlines and mini -deadlines for production of the book. It may be helpful to use a calendar format to assist students in individual planning.

### **Staff and editorial board meeting dates**

Foster communication between staff and board members by scheduling regular meeting dates. The dates should be listed in the staff manual.

### **Style Manual**

Invest in several copies of a style manual (see list of style manuals in the Resource Section) and have staff members consult the manual when questions of style arise. In addition, include a section in the staff manual that addresses issues of style unique to the staff.

### **Grading**

Advisers should provide staff members with grading criteria and rubrics. There should also be some provision for grading participation particularly during layout and deadline time.



# **Appendix B:**

## **Sample Media Staff Application**

## Appendix B: Student Media Application

### Check one media staff:

Newspaper \_\_\_\_\_

Yearbook \_\_\_\_\_

Broadcast \_\_\_\_\_

### Directions:

1. All applications are due by \_\_\_\_\_.
2. A selection committee will interview all students. Make an appointment in room \_\_\_\_\_.
3. Each applicant must have three teacher recommendations, and one must be from an English teacher.
4. Write a story about something that happened this year. The story must have two or more sources and be typed and double-spaced.

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

*Please answer the following questions in complete sentences:*

What experience (if any) have you had with publication or production?

What classes have you taken in journalism, mass communication, writing, photography, art or computers?

Do you have an interest in working on a particular section of the production?

What activities do you plan to be involved with next year, and how do you think they will affect your ability to spend extra time working on the media production?

Have you ever had to sell anything for fundraising?

What makes you the best applicant for a position in student media?

Please answer the following briefly:

Can you type? \_\_\_\_\_

Words per minute \_\_\_\_\_

Can you use a computer? \_\_\_\_\_

What publication programs have you used in the past?

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# **Appendix C:**

## **Yearbook Printing Glossary**

## Appendix C: Yearbook Printing Glossary

**Applied Color-** Color applied to cover material to highlight the design, title, or date.

**Artwork-** Any material other than photos or type to be printed in the book.

**Backbone (spine)-** Bound side of a book.

**Bleed-** Picture extending to edge of page on one or more sides.

**Blind Embossing** – Design that is stamped but not inked which gives a bas-relief effect.

**Clip Art-** Commercially prepared black artwork to be cut out and used in book.

**Close Register-** Any different elements (photo and caption) set closer than one pica apart.

**Color Halftone-** Photo printed in a color other than black.

**Color Print-** Photograph in full color, often called a Type C Print.

**Copy-** Any wording in a book is copy.

**Cyan-** Transparent blue ink that is used as a process color.

**Die-** Metal plate used to stamp a design onto a cover or page.

**Double Page Spread-** Two facing pages.

**Duotone-** Photograph printed in black plus another color.

**Embossed Cover-** Cover in two dimensions with raised letters and art that can then be silk screened or left blind.

**End sheet-** Heavy sheet of paper that attaches book to its cover.

**Flat (See Signature)-**Eight pages. Half of a signature printed at one time.(Either 1, 4-5, 8-9, 12-13, 16, or 2-3, 6-7, 10-11, 14-15.)

**Flop-** Flipping over the negative which reverses the direction of the image.

**Foldout-** A sheet larger than a regular page that is glued into the book which can be folded out for emphasis.

**Folio-** Page number in a book. Can be 36/Faculty Faculty/37

**Full Color (Process Color)-** Complete range of color made by overprinting transparent yellow, magenta, cyan and black which will yield full natural color.

**Ghosting-** Screening a photo so it will reproduce very lightly.

**Grain-** Texture or pattern on surfaces of materials, especially covers.

**Headband-** Decorative ridge of cloth at top and bottom of backbone.

**Ladder-** Page by page plan of the order of the book.

**Leading-** Adding additional space between horizontal rows of type.

**Lithographed Cover -** Cover design of photos, art, or type printed on an offset press.

**Loose Register-** Different elements (headline and copy) set at least one pica apart.

**Magenta-** Transparent red ink that is used as a process color.

**Mortise-** White area blocked out on photo in which type can be displayed.

**Overburn-** Process of superimposing dark printing over light areas already printed.

**Padded Cover-** Hard case cover with extra padding, usually foam.

**Page Proof-** A proof of placement of type and pictures.

**Panel-** Solid or screened area, or group of photos butted together into block or strip.

**Pica-** Printer's unit of measure. Six picas per inch.

**Point-** Printer's unit of vertical measure. 12 points per pica and 72 points per inch.

**Posterization-** A photo separated into three or more tones: white, gray and black, rather than a continuous tone or halftone.

**Process Yellow-** Transparent yellow ink used as a process color.

**Reverse-** To make art or type white on a dark background or photo.

**Round & Backed-** Crimping the binding of a book to strengthen it and enable the open pages to lay flat.

**Rule Line-** Black or colored line used to accent copy or pictures or other elements on a page.

**Second Color-** Any use of a color in addition to black such as a duotone or color tint.

**Signature-** 16 consecutive pages folded from a single large sheet to create a single unit as pages 1-16, 17-32, etc.

**Silk Screen-** Process of printing a design or lettering or both by means of a taut silk stencil mounted in a frame where lacquer is screened onto cover stock.

**Smythe Sewn-** Signatures sewn together with nylon thread through the folded side so the book will lay flat.

**Spot Color-** Printing in a color other than black. Used to emphasize type, art, or as tint blocks.

**Summer Supplement-** Section of pages sent to the printer shortly after school is out, to be affixed to the yearbook, making it a record of the entire year.

**Tip In-** Leaf, usually of contrasting paper, hand glued into the binding.

**Tooling-** White separation lines between butted photo applied by the printer.

# **Appendix D: Guideline #25 Student Publications and Media**

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**Appendix E:  
Code of Ethics  
of the  
Society of Professional Journalists**

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